

RtI: Defining High-Quality Instruction and Intervention with Real-World Educational Examples and “take home” Ideas



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Acknowledgements

The following presentation comes from a knowledge base gained from so many but most specifically, from the following:

- Thank you to the 27 brave students who took our college class about RtI because they wanted to be proactive and preventative and create change in their teaching as well as in their schools.
- Thank you to the Kennewick School District in Kennewick, WA for persevering and reaching their 90% goal in 2006 after 11 years of hard work and for the book they wrote to tell us about it. Annual Growth for All Students, Catch Up Growth for Those Who are Behind by L. Fielding, P. Rosier and N. Kerr



Goals for Today's Session

- Quick overview of RtI
- Creating for RtI in your school
- The general education teacher's role
- Streamlining all programs in your school
- Streamlining all staff in your school



What is Response to Instruction / Intervention?

- Response to Instruction / Intervention is a systematic approach for meeting the needs of all children.
- It is a multi-tiered, problem-solving approach that addresses academic and behavioral difficulties of ALL students.
- It is an integrated school improvement model that is standards driven, proactive and incorporates both prevention and intervention.
- RTI is effective at ALL levels (Early childhood through High School).

- adapted from Colorado Dept. of Ed

RtI 3 Tier Model

Intensive Level / Tier III

Interventions provided to students with Intensive academic needs after comprehensive evaluation.

Intensive Level / Tier III

Interventions provided to students with intensive/chronic behavior challenges based on comprehensive evaluation.

1-5%

Targeted Level/ Tier II

Provided to students identified as at-risk and who require specific supports to make adequate progress in general education.

Targeted Level / Tier II

Interventions provided to students identified as at-risk of academic or social challenges due to behavioral issues.

5-15%

Universal Level / Tier I

All Students receive research based high quality general education that incorporates ongoing universal screening, progress monitoring and prescriptive assessment to design instruction

Universal Level / Tier I

ALL students are taught Expectations which are Reinforced and monitored In all settings by all adults. Ongoing use of discipline And other types of data Inform the design of Interventions that are Preventive and proactive.

80-90%

Academics

Behavior



Reading Statistics

- 5% of children learn to read effortlessly
- 20-30% learn relatively easily once exposed to reading instruction
- For 60% of children learning to read is a much more formidable task
- For at least 20-30% of children, reading is one of the most difficult tasks that they will have to master.
- For 5% of students even with explicit and systematic instruction, reading will continue to be a challenge.
- MacKenzie (2000), citing statistics from Lyon, Kamme'enu, Simmons, et al.



How will the constructs of RtI change those statistics?

- Using scientifically based reading curriculum
- Providing evidence that the curriculum in use works with the monitoring of data
- Teaching with high fidelity, data driven reading instruction / intervention
- Using student performance to determine instruction



Thoughts to start living by:

"You can either fight assessment or embrace it. However, you cannot be a high-performance school without embracing assessment."

- Dave Montague, Principal Washington El. Kennewick, WA

"Students who are behind do not learn faster than those who are ahead."

- Lynn Fielding



The “Tony Story”


Tony will be making “good” growth from the excellent teaching he receives in his 120-minute block. Because seriously struggling students are at risk of falling further behind, we call their achievement of normal annual growth “good” growth. However, “good” or annual growth merely perpetuates Tony’s reading deficiency. Tony must grow at an accelerated rate to erase his three-year deficiency.

- Fielding, Kerr, Rosier (2004)



A “happening” third grade classroom in Alaska!

- September 2007
 - 67% of students are in Tier III/Intensive
- Teacher states: “The class would appear as a distortion of the RtI 3-Tier Model, being entirely intensive. The immediacy of their reading needs was met with prompt intervention!”



What did this teacher do with 67% of her students in Tier III?

- “We (1) applied scientifically based teaching resources and methods including an (2) analysis of beginning baseline performance to determine what strategies should be used to remediate or improve their reading deficits. (3) We embraced more intensive instruction since *intensive students learn reading skills at a slower rate than others*. These readers need at least three times more repetition of the same instruction than an average reader to achieve normal progress (FCRR, 2006).”



What does a week of Tier III Instruction / Intervention look like in this “happening” classroom?

- Daily 90 minute un-interrupted core instruction reading block in SRA Open Court, entire class
- Rotating 1 or 2 students in and out of a small group for 30 minutes on Mon, Tues & Thurs during Specials with classroom teacher (most highly qualified teacher)
- Daily 60 minute content instruction (writing & social studies) with reading enhancement



Continued

- Two after school reader's club meetings for 90 minutes
- Homework take-home reinforcing core instruction introduced during eyeball-to-eyeball instruction time.
- In addition, another 65 minutes is allocated for the most intensive students on a rotating basis according to attendance and other factors
- Use of 4 adults (1 teacher, 1 counselor, 1 Migrant Ed., 1 classroom aide) during core instruction and an additional 2 adults during interventions, both are teachers. (Note: only one adult has training in the core curriculum as taught by Open Court for her grade level and is orchestrating the instruction implemented by all others)



How much are they getting?

Core Instruction

90 minutes/5x

#1 intervention

30 minutes/3x

#2 intervention

90 minutes/2x

#3 intervention

65 minutes/1x

totals

275 day/785 week

Average

157 minutes for the most
intense student



Is this enough?

For the students at the
The state standard in percentiles is
Student's third grade fall percentiles are

12th percentile
50th percentile
-15th percentile

The difference is

35 points

Percentile point difference divided by 13 is = 2.7 years

(a rough rule of thumb is that each 13 percentile points below 50th is 1 year growth)

- The students that are most intense, are still 2.7 years behind, in other words, they are in third with the literacy skills of typical five-year-olds entering kindergarten



How do we convert percentiles to daily instruction minutes?

Daily minutes required for annual third grade growth	80
Daily minutes required for annual fourth grade growth	80
Additional daily minutes to make three additional years of growth	240
Total third and fourth grade daily minutes	400

- Dividing the instructional time equally between third and fourth grade shows that the students need 200 minutes of direct reading instruction in both third and fourth grades to reach the 50th percentile by the end of fourth grade.

- Fielding, Kerr & Rosier (2004, 2007)



What happens when you don't start early in the school year?

- IF the students in this “happening” third grade class do not get additional instructional time until November instead of the second week of school in September, they will lose 2/9ths, or 22%, of their intervention time. If they need 200 minutes and the extra 120 minutes begins in November, they then lose an average of 26 minutes a day over the course of the year.

- Fielding, Kerr, Rosier (2004, 2007)




What are the kids in the “happening” classroom getting?

- The students who were most intense were getting **157** minutes on average a day.
- According to the research, these students need **200** minutes this year and next or they will NOT make “catch-up” growth and be on target by 5th grade.



Where to begin with intervention / supplements

1. You need to figure out where deficit areas are - phonemic awareness, phonics, vocabulary, fluency or comprehension
2. What are you using that you know to be scientifically validated - go through your shelves and buildings to inventory what you have and can use to address each area.



Places to help you figure out what is Scientifically validated:

- Some places that can help you decide what is scientifically validates are:
 - www.fcrr.org
 - <http://reading.uoregon.edu/curricula/>
 - <http://readingcomp.mathmatica-mpr.com>



Places to find interventions

- www.interventioncentral.com
- www.fcrr.org
- www.ldonline.org
- www.studentprogress.org
- www.k8accesscenter.org
- <http://kc.vanderbilt.edu/pals>
- <http://reading.uoregon.edu>



Things to read about reading

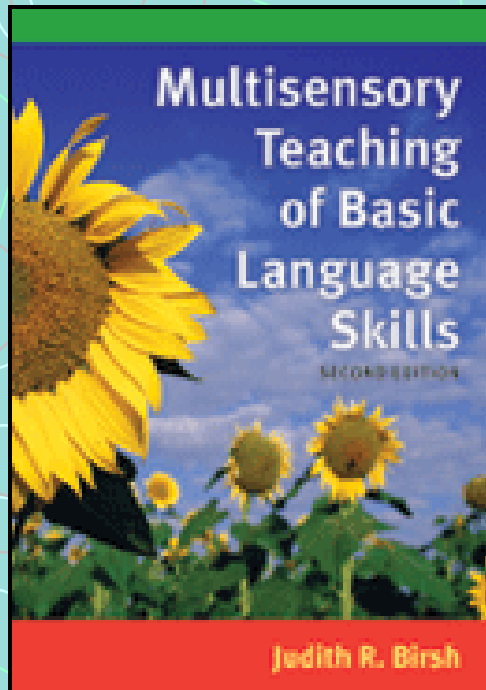
- *Reading Is Rocket Science* (article)
 - American Federation of Teachers website:
www.aft.org
 - www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf
- *Whole Language High Jinx* (article)
 - www.fordhamfoundation.org
 - <http://www.fordhamfoundation.org/foundation/publication/publication.cfm?id=367>



Things to read continued....

- Annual Growth For All Students, Catch-Up Growth for Those who are Behind (book) by Fielding, Kerr & Rosier
 - www.readingfoundation.org
- Delivering on the Promise (book) by Fielding, Kerr & Rosier
 - www.readingfoundation.org
- The 90% Reading Goal (book) by Fielding, Kerr & Rosier
 - www.readingfoundation.org
- Response to Intervention, A Practical Guide for Every Teacher (book) by Bender & Shores
 - www.corwinpress.com, www.amazon.com

Great first step into multisensory instruction:



**Multisensory Teaching of
Basic Language Skills**
by Judith Birsh
- activity book and text
"a goldmine of theory and practicality"



Some books about phonics instruction:

- Making Sense of Phonics: The Hows and Whys (Solving Problems In Teaching Of Literacy) by Isabel L. Beck
- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (4th Edition) (Words Their Way Series) by Donald R. Bear, Marcia Invernizzi, Shane R. Templeton, and Francine
- Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction
- Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction by Kathy Ganske



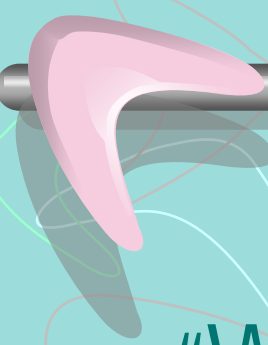
Vocabulary books:

- Bringing Words to Life: Robust Vocabulary Instruction by Isabel L. Beck
- Vocabulary Instruction: Research to Practice (Solving Problems In Teaching Of Literacy) by James F. Baumann and Edward J. Kame'enui



Books that tell you about the research in reading:

- Handbook of Early Literacy Research, Volume 1 by Susan B. Neuman
- Handbook of Language and Literacy: Development and Disorders (Challenges in Language and Literacy) by C. Addison Stone (Editor), Elaine R. Silliman (Editor), Barbara J. Ehren (Editor), Kenn Apel



"We never really leave our non-reading children behind. We may forget about them, but we are chained to them socially and economically. Like a ship and it's anchor, we must either lift them up or drag them along behind us."

- Lynn Fielding



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Reading lesson

- Letter-Sound review (auditory) (a, t, ck/k/c, l, i)
- Letter-Sound review (visual)
- New letter-sound introduction (qu, y)
- Say the sound/ write the sound, we make ourselves good listeners and spellers



Letter-Sound review (visual)

a

- a - apple /a/

k

- k - kite - /k/

ck

- ck - jack - /k/

c

- c - cub - /c/

l

- l - lamp - /l/

t

- t - turtle - /t/

i

- i - itch - /i/

New sound-letter card

qu

qu says /qu/
as in quilt



What does it say? (cue)

What is the key word? (point to picture on card)



New Sound-Letter card

Long /e/ (show sound card)

What spellings do we already know for the /e/ sound?

Vce says /e/

ee says /e/

Now, here is a _____ (show the y)

When the 'y' is at the end of a word it says the same sound as /e/.

What sound does 'y' make at the end of a word?

/e/



Challenge word

Listen to how many parts are in this word:

qual - i - ty (3)

Listen, how many sounds?

Quality

Get out your white boards, lets spell the parts of the word:

qual - i - t - y

Wow, look at what you have done, you have spelled "quality". You are great spellers and you are learning how letters can spell new words every day!



Quality instruction...

- Follows a scope and sequence
- Is repetitive
- Is scaffolded
- Means you are eyeball-to-eyeball
- Is intense
- Demands that you have high energy



Direct instruction

Only YOU make it boring, there is no **boring** in teaching! Teaching is 80% character and drama if you haven't figured that out yet, it's time you do. You go home at the end of the day because you were acting and creating a show that students learn from.

- teacher of the Open Court direct instruction curriculum